

The Development of English Learning Video to Enhance Students' Reading Comprehension Skill

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Abstract:

Developing innovative learning media is needed at school nowadays, with learning media the learning goal will be easier to achieve. The aim of this research is to prove whether there is an enhancement in students' scores in reading comprehension test after being treated by using learning video in learning process. This research is Research and Development using the model of ADDIE and data analysis of the products using likert scale. Data collection methods using questionnaires and test. Data processing was completed by using SPSS. The study participants were IPS students in the 10th grade from SMAN 2 Pekanbaru. The enhancement testing was done on students to calculate the rise in student scores after using learning video. The results of the validity of learning videos from media expert is 96% which categorized "very good", the scores form material expert is 92,5% which also categorized "very good". To ascertain the enhance in students' reading comprehension skill, the statistical analysis tests were carried out namely the mean and paired sample t-test. The significance value is 0.00, which means it fewer than 0.05, it might be ascertained that there is a significant influence among the results of the students' pre-test and post-test. The result shows that any enhancement of using learning video toward students' reading comprehension skill.

Keywords: *Development, Learning video, Reading comprehension*

1. INTRODUCTION

Technological developments in the world of education demand educators to be capable in regarding to raising educational standards in the learning process. With this development, educators can use it for educational purposes, one of which is to develop learning media. Students will find it easier to receive information and have fun opportunities to practice what they learn with learning media. Learning media is a very important component in the process of teaching and learning to convey messages of knowledge from teachers to students. In the process of transmitting knowledge, teachers need to determine the media to be used in learning.

According to Batubara (2021, p. 3) An item or activity that is used to support the learning process is known as learning media. Wulandari et al., (2023, p. 3930) stated, learning media is a tool that can be utilized by teachers to deliver information to students related to learning so that is easy to understood. With the existence of learning media, the delivery and receipt of material will be easier for educators and students. Learning media can be concluded as a set of tools used by teachers to facilitate the delivery of material and increase the interest of student learning so that learning goal is achieved. Indriani et al.,

(2022, p. 243) some improvements in the teaching and learning of English are needed, as well as the use of learning media following learning materials. The teachers should determine the appropriate media for teaching, because not all types of media can be applied in learning. One of the learning media that can be used is learning video. Apart from being used as a learning medium, videos can also provide information and entertainment for students. Students understand the learning process more rapidly is the goal of the existence of these learning media.

Based on, Khairani et al., (2019, p. 158) In the learning video, it is equipped with a combination of sounds, images, or animations that can be visualized in order to increase student happiness and learning motivation. Yanuari Dwi Puspitarini & Hanif, (2019, p. 53) A book is always used as a learning resource, since all of the information is presented from it, students find it difficult to understand it and quickly become bored. Nathalia Angelina et al., (2021, p. 122) said, the utilize of video in education can lead students to real situations so that students can recognize the material concretely. There are several advantages in using learning videos including learning videos can be captured by two senses at one time, namely hearing and sight, so this can speed up the process of receiving learning material. Student enthusiasm and interest can also increase during the learning process when using learning video.

Ma et al., (2023, p. 28) stated, with video media, it gives an interesting learning impression because there are sounds and video animations, so students tend to understand the lessons delivered more easily. There are also disadvantages in using learning videos, especially when using videos in class, it must be supported by equipment such as laptops, infocus and speakers that have sufficient sound to reach all students in the class. So, the teacher must make sure all the tools function properly when they want to implement learning videos in the classroom. But behind all the advantages and disadvantages of using learning videos, learning videos can make it easier for teachers and students easier to convey and receive the material and it can be used as a tool in learning reading.

Reading is one of the ways readers can obtain all the knowledge and information they require from written texts. Manoharan & Ramachandran, (2023, p. 48) Reading is a receptive action that involves the conscious or unconscious use of one's fingers, eyes, brain, ears (when reading aloud), and memory. Aprilia et al., (2023, p. 118) also stated, reading is the process of extracting information from a text, whether it be in the form of text, a picture, a diagram, or a combination of all three. Besides that, Erni (2021, p. 31) argued that reading is a source of information, and understanding a reading text involves certain abilities, approaches, and pre-existing knowledge. The fundamental aim of reading is to comprehend the text. Nurdiana & Amelia, (2022, pp. 2–3) said, usually the main purpose behind your reading is to make connections between what you already know and what you need to know. When the readers comprehend what the writer wrote, it means reading is complete.

Comprehension is the process of connecting words, and interpreting words and sentences. Nurdiana & Amelia (2022); Yurko, N., & Protsenko, (2022) stated the ability Reading comprehension is the ability to examine text, comprehend its meaning, and combine it with past knowledge. Reading requires readers to think and feel. It is about understanding all the components of the text, not just seeing and pronouncing the words in the text. Salam & Riyanti (2023, p. 92) also stated, reading comprehension is an active thinking process that involves organizing ideas, interpreting language, and recognizing the connections between different works. The primary goal of reading is to understand. The

teachers are expected to give the student opportunity to read the texts comprehensively in learning. Pranata (2019, p. 90) stated, teachers are always to be the sources of ideas for developing reading strategies.

Teaching reading comprehension is not easy, the teachers should organize their abilities in the teaching process including how to teach the material to the students. Because reading comprehension is the key to getting knowledge, so that the students have to master it. There are several types of text that are learned in high school. One of the reading texts is report text. A report text is a text that contains a description of a thing. This description is based on facts, examples, theories, and data. In general, it is written after getting well observation (Muslimah et al., 2021, p. 45). A report is a text that gives information about something as it is and as the result of careful observation and analysis (Language & Study, 2022, p. 53). In the report text there are generic structure and language features. The generic structure is made up of general classification and description. The language features of report text include: using general nouns, relating verbs to explain features, action verbs to explain behavior, present tense and using technical or scientific terms (Iskandar, 2021, p. 129). This text is more complicated than others because this text has a lot of vocabulary that is rarely used, so students have difficulty recognizing the contents of the report text.

Learning reading comprehension has many difficulties for the students. Elleman & Oslund (2019, p. 3) stated, reading comprehension is one of the difficult cognitive processes that people accomplish, making it difficult to teach and assess and study. The difficulty in learning to read is also faced by the students in SMAN 2 Pekanbaru. Researcher has conducted interviews to find out the problems that exist in English subjects specially in learning reading. In this case, the researcher has gathered some data from the results of surveys and interviews with teachers of SMAN 2 Pekanbaru which was held on December 12, 2022. The difficulty that is faced by 10th grade students is that they are still confused in determining the generic structure, the language feature and the main idea of the text. Therefore, from all the problems the researcher provides an alternative to solve the problem, one of which is by making learning videos. Making learning videos aims to enhance students' reading comprehension, to help the teachers to be able to use learning media developed by researchers and to provide students and teacher with varied learning media.

Learning video is one of learning tools, Melinia & Nugroho (2022, p. 119) stated, Videos for education can be a very effective teaching tool. Based on Agung et al., (2022, p. 120) the animated learning video becomes the best-suited learning material that can be made while keeping the needs of the teacher and students in consideration. The animated learning video has the advantage of explaining the subject concisely, clearly, and completely so that students may understand it immediately (Agung et al., 2022). To make learning videos, we need software that supports being able to produce it.

In this study the researchers did not only use one software, but researchers combine and exploit two applications to make videos and the software that researchers use has many features that are easy to understand and apply. The researcher used Canva and CapCut to develop a learning video.

Canva is a free design application that can be used for various purposes such as making business cards, invitations, brochures, lesson plans, zoom backgrounds, and more easily using the templates provided. This software offers several interesting features that can be utilized by teachers in making learning media, teachers can use available templates or can design their own learning media according to the learning material (Tri Wulandari, 2022).

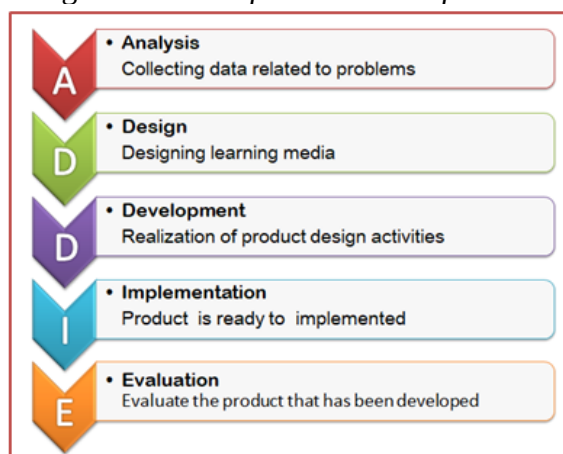
Canva provides lots of design features so users can be free to be creative according to their individual creativity. With this application teachers can use Canva as an alternative tool to create creative and interesting learning media. CapCut is an application for editing videos, CapCut has become a favorite application for many people, because it offers a variety of free features, including various effects, so that the content produced is better and more interesting. Not only that, the CapCut application is easy to understand. Through the CapCut application teacher can make interesting teaching material with the application that can accessed via a compatible smartphone. Researchers used CapCut to add narration in the form of audio recordings and to adjust between video, content and audio.

2. METHOD

Research and development (R&D) were used by the researcher in this study. R&D method is a research approach that results in a product may take the shape of a model, module, or something else, and a product may be effective (Saputro, 2017, p. 7). R&D is a research technique used to create specific items and assess their efficacy (D. Sugiyono, 2013). This study uses the model of ADDIE to develop the learning media. ADDIE has five steps which are Analysis, Design, Development, Implementation, and Evaluation.

This model is designed with a structured stage starting from analyzing the problem and then looking for ways and solutions to overcome the problem by making the appropriate product. The following picture is describing ADDIE:

Figure 1: *Development Model of ADDIE*



The steps of development research can be explained as follows:

a. Analysis

The analysis phase is collecting data related to problems that occur in learning and then looking for the solutions. The problem found in this study is how to enhance student's reading comprehension and the way to solve the problem is by developing learning video media.

b. Design

Learning media designed at this stage. This activity is an arranged process that starts with material maps and media scripts.

c. Development

The development stage contains product design activities. At this development stage, a conceptual framework for learning video has been prepared.

d. Implementation

After completing developing the media and validation by media and material experts have been carried out, the media can be implemented.

e. Evaluation

After getting the results based on the evaluation of a media and material experts also tests on students, designer revises the product in order the product feasible in learning process.

The research took place in SMAN 2 Pekanbaru. Students in the 10th grade at SMAN 2 Pekanbaru are the focus of this study. The population in this study amounted to 148 people who were all 10th IPS students at SMAN 2 Pekanbaru. The sampling or limited trials carried out in class 10th IPS total 31 students. The sampling is 21% from the population. Based on Arikunto (2017, p. 173) if the subject has fewer than 100 participants, the entire population is used as the study sample; however, if the subject has more than 100 participants, 10-15% or 15-25% can be used. In this study, the researcher employed questionnaires and tests as research instruments to collect data.

The questionnaire is used to establish the accuracy of product as a learning media from material expert and media expert. Questionnaires are used for collection quantitative data. Instruments were given to the experts to gain data regarding the feasibility of the program being developed in terms of the media and learning material design components. The results of the valuation used as a basis for carrying out revisions of learning media products. P. D. Sugiyono (2022, p. 141) the questionnaire is a method of gathering data that involves asking experts to respond to a list of questions or written observations.

The test is intended to determine how well students' reading comprehension skills have improved. This study used an experimental method. In this method students are given a pre-test before treatment and a post-test after treatment using developed learning videos. Techniques for data analysis are used to examine quantitative data of validation results with average calculation techniques. The average calculation formula is as follows:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Description:

P = Feasible

$\sum x$ = Number of assessment answers

$\sum xi$ = Highest number of answers

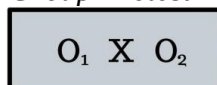
Table 1. Questionnaire Data Validity Criteria

Percentages	Predicate	Description
90-100%	Very Good	No need to revise
75-89%	Good	Slightly revised
65-74%	Enough	Sufficiently revised
55-64%	Less	Many things were revised
1-54%	Very Less	Repeated product development

(Nathalia Angelina et al., 2021)

To compare data on students' cognitive learning results before and after receiving therapy this study employed one group pre-posttest design for data analysis described as follows:

Figure 2: *One Group Pretest-Post test Design*



Description:

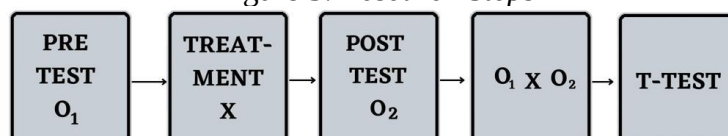
O1 : Pretest value (before being given the media)

X : Treatment (learning with animated video media)

O2 : Posttest scores (after being given the media)

To prove the difference in student learning outcomes in the pretest and posttest, it can be calculated by the paired sample t-test, namely two data measurements on the same object for certain treatments. The research step describes in the figure 3:

Figure 3: *Research Steps*



Description:

O1 : Pre-test

X : Treatment

O2 : Post-test

O1 : O2 : Comparison of Pre-test and Post-test.

T-test : The data analysis process uses the SPSS

3. FINDINGS AND DISCUSSION

The design of English learning video was developed by using ADDIE model. This research was carried out at class 10th IPS in SMAN 2 Pekanbaru with a total of 31 students. The results below are the research findings of the Learning Video Development in Enhancing Students Reading Comprehension Skills. In this stage researchers have done alpha and beta tests. The alpha test is a test aimed at material and media experts which aims to correct the errors in the media so that media developer can revise the media before conducting a beta test. After the alpha test is carried out, a beta test can be carried out for the students.

Result of Validation Instrument

Expert Media Validation

To find whether media is suitable to use, media validation has been carried out. Assessment using a 5 scales questionnaire. 3 assessment aspects starting visual design, narration and the use of the product. The percentages of the learning media's validation by media expert described in the table 2:

Table 2. *Results of Media Expert Validation*

Aspects	Percentages
Visual Design	96%
Narration	93%
Use	100%
Average	96%
Category	Very Good

In the table above, the test results obtained from media validation expert with an average score of 96%. With the acquisition of these scores, this learning video is deemed as "Very Good".

An overview of English Learning Video to Enhance Students' Reading Comprehension Skill is provided below:

Figure 4: *Media Overview*

Expert Material Validation

Aspects assessed by material experts are aspects of the material and learning. The scores of the assessment aimed to prove whether the material in the media is feasible and can be utilized in learning. The percentages of a material expert score are as follows:

Table 3. *Result of Material Expert Validation*

Aspects	Percentages
Material	92%
Learning	93%
Average	92,5%
Category	Very Good

According to the table 3, the percentage of material validation is 92,5% which is categorized as "Very Good". It means the material in the media can be implemented and used in learning.

Analysis of Pretest and Posttest Score

The researcher has analyzed the pretest – post test data and the paired sample t-test were carried out which aim to ascertain the difference among before and after giving treatment, if there any enhancement in students' reading comprehension after using the developed learning video or not. Paired Sample T-Test test is a test whose subjects come from the

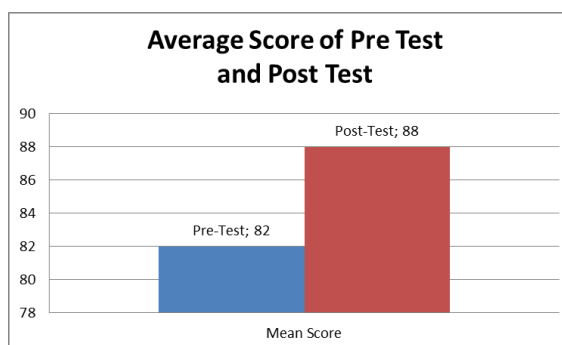
same subject or group. The test results were analyzed by using SPSS. The decision of paired sample t-test is based on the significance value. If the significance value is fewer than 0.05, there are no changes or improvements in student learning outcomes. Vice versa, if the significance value is more than 0.05 then there is an enhancement on the scores obtained by students. The mean score of pretest and posttest described in the table 4:

Table 4. *Pre-Test and Post Test Mean Score*

Test	Mean Score
Pre-Test	82
Post-Test	88

From the average values above, it is evident that the score is rising, indicating a substantial difference between the pre-test and post-test results obtained before and after watching learning videos. The enhancement between the pre-test and post-test values described in the figure 5 below:

Figure 5: *Pre-Test and Post Test Average Score*



To make sure that the media improved students' ability to understand what they read, the researcher conducted an analysis of the Paired Sample T-Test using SPSS. To see the results, it described in the table 5:

Table 5. *Paired Sample T-Test*

Pre-Test - Post Test	Mean	Std Deviation	Std Error Mean	T	Df	Sig
	4.677	4.643	.834	5.609	30	.000

The results of the T-Test are displayed in the table 5. Considering that the T-Test determines that if the significance is less than 0.05, it implies that there is a considerable impact on the results of student learning. The significant value is shown in the table as being 0.00, which means this value is less than 0.05, so it can be ascertained there is a significant influence between the students' pre-test and post-test scores.

Considering the analysis and finding, the implementation of learning videos can improve the students' reading comprehension skills of 10th grade IPS 2 students. The utilize of this learning media can also make teachers easier to convey Report Text learning material and make the presentation of the material more interesting. In addition, learning using learning videos can be well received by students because they are captured directly

by two senses, namely the senses of sight and hearing, so this can speed up the process of students' understanding. This learning video can also increase students' interest and enthusiasm in learning. The development of English learning video to enhance students' reading comprehension skills through several stages to produce a final product. This study's goal is to evaluate the feasibility and efficiency of English learning videos to enhance students reading comprehension skill.

The final of product developed was English learning video. Besides being displayed using screen while in class it also can be accessed through the shared link, so the students can download the video or just watch it by using their smartphone. With this privilege, the students can study independently both at school and outside the school using the learning videos. This English learning video is about report text material, definition, social function, the generic structure, the language features, and how to determine the main idea of the texts. In the video, the material described by various animation which suitable with the syllabus. The material also explained with audio in English and Indonesian to make it simpler for the student to comprehend.

Previous research has been done to know does the use of video in teaching reading comprehension works. First, Sa, (2022, p. 61) in regard to conquer the students' difficulties in understanding narrative text, the researcher intended to use video of narrative text as a solution to enhance students' understanding, especially reading comprehension. Moreover, the students who are taught by using video of narrative text are expected to achieve better reading comprehension. Second previous study is about animated video in teaching reading comprehension viewed from the students' reading interest stated by Sari (2021, p. 94); (Ahmad, 2018); (Kasriyati, 2018) the students with high reading interest are more capable of reading a text. Besides, they can comprehend the text better than the students having low reading interest. It makes the students with high reading interest have better achievement than the students with low reading interest.

There are differences between previous research and research done by researchers. For example, previous research has focused on discussed narrative text while in this research and development the researcher developed a learning video about report text that focuses on technological themes that are created and adjusted based on the syllabus. Previous research also measured the students' learning interest while the researcher just focused on its development and the enhancement of students' learning outcomes in reading comprehension.

4. CONCLUSION

Based on the findings and discussion, English learning media on report text material to enhance students' reading comprehension skills, it can be concluded: first, learning video declared appropriate according to the evaluation of media expert and material expert both from the learning materials and the design of the learning videos. The rating score shows the "Very Good" category. It means the learning video feasible to use in learning. Second, this learning video can enhance students' reading comprehension skill, it can be seen from the enhancement in students' results of the pre-test and post-test scores and result of the t-test. The enhancement can be observed from the average pre-test score is 82 and the post-test average is 88, which means the ability of students to understand of what they read has improved. It can be seen by class average score after being treated using learning videos. Behind that, the learning video can also help the teachers to be able to use learning media developed by researchers and provide students and teachers with varied learning media.

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